

THE EFFECT OF PARTICIPATORY LEADERSHIP, WORK DISCIPLINE, AND MOTIVATION ON THE PROFESSIONAL COMPETENCE OF TEACHERS AT SDS MUHAMMADIYAH 1 MENGANTI GRESIK

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Abstract

Improving teachers' professional competence is essential for strengthening the quality of basic education in Indonesia, particularly because teacher performance is shaped not only by individual capability but also by managerial and psychological conditions within schools. This study aims to analyze the influence of participative leadership, work discipline, and motivation on teachers' professional competence at SDS Muhammadiyah 1 Menganti, Gresik Regency. The study used a quantitative approach with a correlational design. The population consisted of 43 teachers, all of whom were selected as respondents through total sampling. Data were collected using a Likert-scale questionnaire that had been tested for validity and reliability. The data were analyzed using multiple linear regression with SPSS 26. The findings show that participative leadership significantly influences teachers' professional competence, with a t-value of 2.874 and a significance value of 0.007. Work discipline also has a significant effect, with a t-value of 3.216 and a significance value of 0.003. Motivation is the most dominant variable, with a t-value of 4.102 and a significance value of 0.000. Simultaneously, the three variables significantly affect teachers' professional competence, with an F-value of 28.764 and significance of 0.000. The model explains 67.1% of variance, offering practical implications for school leadership development.

Keywords: Motivation, Participative Leadership, Teachers' Professional Competence, Work Discipline.

A. INTRODUCTION

Basic education has a strategic position in shaping the quality of a nation's human resources because, at this stage, students begin to build the foundations of knowledge, character, social skills, and long-term learning readiness (Hakim A, 2023). At the basic education level, teachers are the main actors who determine the quality of the learning process through their ability to design instruction, manage classrooms, use appropriate pedagogical strategies, and instill character values in students (Bukit & Tarigan, 2022). Therefore, the

quality of basic education is strongly influenced by teachers' professional competence as educators who are responsible for the success of learning. Teachers' professional competence is not only related to mastery of subject matter, but also includes the ability to develop learning tools, use educational technology, conduct learning evaluation, and continuously improve self-capacity (Prasetyaningtyas et al., 2025). UNESCO emphasizes that strengthening the teaching profession needs to be carried out through training, institutional support, continuous professional development, and improvement of working conditions so that the education system can provide quality learning (UNESCO & International Task Force on Teachers for Education 2030, 2024).

The demands of 21st-century education have increasingly expanded the role of teachers from merely delivering material to becoming facilitators, innovators, motivators, and learning managers who are adaptive to technological change. Curriculum changes, the development of digital learning, and the increasing need for contextual learning experiences require teachers to continuously update their professional competence. Professionally competent teachers will be better able to integrate knowledge, technology, and learning strategies that are relevant to students' needs. In the context of digital transformation in education, teacher competence is also related to the ability to utilize technology, develop digital-based learning, and adjust teaching methods to the characteristics of today's learners (Anisah et al., 2024; Antonopoulou et al., 2025). However, the improvement of teacher competence often faces various obstacles, such as low participation in professional development, limited time, administrative burdens, weak work motivation, and suboptimal school leadership support. OECD findings through TALIS 2024 show that teacher professional development is closely related to motivation, school leadership, professional autonomy, and working conditions that support the sustainability of the teaching profession (OECD, 2025).

These problems also appear in the context of SDS Muhammadiyah 1 Menganti, Gresik Regency. Based on preliminary observations, several symptoms indicate that teachers' professional competence has not yet been optimal, such as delays in preparing learning administration, low teacher participation in professional training, the suboptimal use of technology-based learning media, and limited teacher involvement in school decision-making processes. This condition indicates that teachers' professional competence cannot be separated from organizational factors within the school, particularly principal leadership, work discipline, and teacher motivation. Principals who are able to involve teachers in planning, evaluation, and school program development will create a more democratic and collaborative work climate. Nurhayati et al. (2025) found that participative leadership has a significant influence on the professional competence of elementary school teachers because principals can provide direction, support, and space for involvement in learning management.

Participative leadership by the principal is one of the important factors that can encourage the improvement of teachers' professional competence. Participative leadership emphasizes the involvement of organizational members in decision-making processes, problem-solving, and work program development. In the school context, principals who apply participative leadership provide teachers with opportunities to express ideas, participate in learning planning, and become involved in the evaluation of school programs. Such involvement can increase teachers' sense of belonging, professional responsibility, and commitment to the

quality of learning. Studies on teacher leadership and professional autonomy show that opportunities for teachers to participate in school decisions are associated with job satisfaction, professional well-being, and the achievement of learning goals (OECD, 2025).

In addition to participative leadership, work discipline is also a factor that influences teachers' professional competence. Work discipline reflects teachers' seriousness in complying with school rules, completing learning administration, arriving on time, carrying out academic duties, and consistently fulfilling their responsibilities. Teachers with high work discipline tend to be more organized in preparing learning tools, more ready to teach, and more consistent in conducting learning evaluations. Work discipline also has a social function in the school environment because disciplined teachers become role models for students and help shape an orderly academic culture. Putranto et al. (2025) found that professional competence, work discipline, and work engagement influence teacher performance; therefore, discipline can be understood as an important part of teachers' professionalism in carrying out educational duties.

Teacher work motivation is also an important factor in improving professional competence. Teachers with high motivation tend to be more active in attending training, seeking new learning resources, developing learning media, and reflecting on their teaching practices. Work motivation may arise from intrinsic factors, such as achievement, teaching satisfaction, professional recognition, and the desire to develop, as well as extrinsic factors, such as principal support, work environment, rewards, and career development opportunities. Kholifah et al. (2024) found that motivation and professional development play an important role in improving teacher performance, especially when supported by adequate working conditions and managerial support. Ulfah et al. (2024) also emphasize that motivation and professional development can serve as important links between managerial support, working conditions, and improved teacher performance, while Mussa (2025) shows that motivational and hygiene factors in work remain relevant for explaining teacher satisfaction, morale, and performance. Thus, work motivation can be understood as a psychological energy that encourages teachers to continuously improve their professional quality.

Based on the explanation above, this study is important to analyze the influence of participative leadership, work discipline, and motivation on teachers' professional competence at SDS Muhammadiyah 1 Menganti, Gresik Regency. This study has empirical relevance because most previous studies have been conducted in public schools or at the secondary education level, while studies in private elementary schools remain relatively limited. Theoretically, this study can enrich the field of educational management, particularly regarding organizational factors that influence teachers' professional competence. Practically, the findings of this study are expected to provide input for principals and education unit managers in designing strategies to improve teacher competence through participative leadership, strengthening work discipline, and increasing professional motivation. Therefore, the development of teachers' professional competence needs to be understood as a process that depends not only on teachers' individual abilities, but also on leadership support, work culture, and the school organizational environment (Anisah et al., 2024).

B. LITERATURE REVIEW

Participative Leadership Theory

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Participative leadership is a leadership style that emphasizes the involvement of organizational members in decision-making processes, problem-solving, and work program development. In the school context, principals who apply participative leadership provide space for teachers to express ideas, become involved in lesson planning, and participate in the evaluation of school programs. This leadership style is important because teachers who are involved in organizational processes tend to have a stronger sense of ownership, commitment, and professional responsibility. In developing teachers' professional competence, participative leadership can encourage a collaborative, open, and innovative work culture. Recent studies show that participative leadership and teachers' professional autonomy are related to increased competence, job satisfaction, and teacher involvement in improving the quality of learning (Nurhayati et al., 2025; OECD, 2025). Indicators:

- Teacher involvement in decision-making
- Open communication between the principal and teachers
- Opportunities for teachers to express ideas
- Principal support for teacher innovation
- Principal trust in teachers
- Teacher involvement in school program evaluation

Work Discipline Theory

Work discipline refers to individual attitudes and behaviors in complying with rules, work standards, working hours, and responsibilities applicable within an organization. In the school context, teacher work discipline is reflected in punctual attendance, compliance with school regulations, completion of learning administration, and consistency in carrying out academic duties. Work discipline is not only related to administrative compliance, but also demonstrates teachers' seriousness in maintaining professionalism and the quality of educational services. Teachers with high work discipline will be better prepared to design lessons, conduct teaching activities, and evaluate student learning outcomes regularly. Recent studies show that work discipline plays an important role in improving teacher performance and professionalism because discipline forms regularity, responsibility, and commitment to achieving educational goals (Putranto et al., 2025; UNESCO & International Task Force on Teachers for Education 2030, 2024). Indicators:

- Punctual attendance
- Compliance with school regulations
- Completion of learning administration
- Consistency in carrying out duties
- Responsibility for work
- Professional work ethics

Work Motivation Theory

Work motivation is an internal and external drive that influences a person to work seriously, achieve goals, and improve their quality. In the context of teachers, work motivation encourages teachers to teach enthusiastically, participate in training, develop learning media, and continuously improve their professional competence. Motivation can come from intrinsic factors, such as teaching satisfaction, achievement, recognition, and the desire for growth, as well as extrinsic factors, such as the work environment, principal support, rewards, and career

opportunities. Teachers with high motivation tend to be more active in carrying out learning innovations and more open to professional development. Recent studies show that motivation and professional development play an important role in improving teacher performance, especially when supported by adequate working conditions, managerial support, and opportunities for competency development (Kholifah et al., 2024; Mussa, 2025). Indicators:

- Enthusiasm in teaching
- Motivation to participate in training
- Drive to improve competence
- Job satisfaction
- Desire to achieve
- Recognition of performance
- Career development opportunities

C. RESEARCH METHODOLOGY

This study employed a quantitative approach with a correlational research design. The quantitative approach was chosen because this study aimed to examine the relationships and effects among variables objectively, measurably, and systematically through statistical analysis. The correlational design was used to determine the extent to which participative leadership, work discipline, and motivation are related to and influence teachers' professional competence. Quantitative research in the field of education is generally used to test hypotheses, measure relationships among variables, and produce findings that can be statistically analyzed (Cohen et al., 2018). This study was conducted at SDS Muhammadiyah 1 Menganti, Gresik Regency, during the even semester of the 2025/2026 academic year.

The population of this study consisted of all teachers at SDS Muhammadiyah 1 Menganti, totaling 43 teachers. Since the population was relatively small, the sampling technique used was total sampling, meaning that all members of the population were included as research respondents. Data were collected using a closed-ended questionnaire with a 1–5 Likert scale, consisting of the options strongly disagree, disagree, moderately agree, agree, and strongly agree. The Likert scale is widely used in social and educational research because it is able to measure respondents' attitudes, perceptions, and evaluations in a graded manner toward a given statement (Joshi et al., 2015). The research instrument was developed based on the indicators of each variable so that the data obtained were aligned with the focus of the study. The indicators of participative leadership included teacher involvement in decision-making, open communication between the principal and teachers, opportunities to express ideas, principal support for teacher innovation, and principal trust in teachers. The indicators of work discipline included punctual attendance, compliance with school regulations, completion of learning administration, consistency in carrying out duties, and professional work ethics. The indicators of motivation included enthusiasm in teaching, willingness to participate in training, drive to improve competence, job satisfaction, and desire to achieve. Meanwhile, the indicators of teachers' professional competence included mastery of learning materials, ability to develop learning tools, use of learning media and technology, ability to conduct learning evaluation, and continuous professional development. Strengthening teachers' professional competence needs to be supported by professional development, good working conditions, and institutional

support so that teachers are able to deliver quality learning (UNESCO & International Task Force on Teachers for Education 2030, 2024).

Before being used in the study, the instrument was tested for validity and reliability. The validity test used Pearson Product Moment with the criterion that the calculated r value must be greater than the r table value of 0.301, and all instrument items were declared valid. The reliability test used Cronbach's Alpha, with results of 0.842 for participative leadership, 0.816 for work discipline, 0.874 for motivation, and 0.891 for teachers' professional competence. The Cronbach's Alpha values for all variables were greater than 0.70, indicating that the research instrument was reliable because it had adequate internal consistency. Cronbach's Alpha is a reliability measure commonly used in educational research to assess the internal consistency of research instrument items (Taber, 2018).

Data analysis was conducted with the assistance of SPSS version 26 through several stages, namely descriptive statistical analysis, classical assumption tests, multiple linear regression analysis, t-test, F-test, and coefficient of determination.

D. RESULT AND DISCUSSION

Descriptive Statistical Analysis

The analysis results indicate that all research variables are in the good category.

Table 1. Descriptive Statistical Analysis

Variable	Mean	Category
Participative Leadership	4,12	Good
Work Discipline	4,05	Good
Motivation	4,18	Good
Teacher Professional Competence	4,21	Very Good

Source: Processed by Researchers, 2026

The highest mean score was found for the teacher professional competence variable, while the lowest mean score was found for the work discipline variable. The table shows that all study variables were in the good to excellent category. The participatory leadership variable obtained a mean score of 4.12, categorized as good, indicating that the principal was deemed to sufficiently involve teachers in the school's work processes. Work discipline had a mean score of 4.05, categorized as good, indicating that teachers were sufficiently compliant with work rules and responsibilities. Motivation had a mean score of 4.18, also categorized as good, indicating that teachers had a positive work drive. The highest score was found for teacher professional competence at 4.21, categorized as very good, indicating that teachers possessed the most outstanding professional abilities compared to the other variables.

Normality Test

The results of the normality test using the Kolmogorov-Smirnov test showed a significance value of 0.200, greater than the 0.05 significance limit. This indicates that the data in this study were normally distributed, thus meeting one of the requirements of the classical assumption test. By meeting the assumption of normality, the data are suitable for further statistical analysis, specifically multiple linear regression analysis. Therefore, the research model can be

continued to the next testing stage because the data distribution shows no deviation from a normal distribution.

Multicollinearity Test

Table 2. Multicollinearity Test Results

Variable	Tolerance VIF	
Participative Leadership	0,721	1,387
Work Discipline	0,684	1,462
Motivation	0,653	1,531

Source: Processed by Researchers, 2026

Table 2. Multicollinearity test results show that all independent variables have a Tolerance value > 0.10 and a VIF value < 10 , thus concluding that there is no multicollinearity in the regression model. The participative leadership variable has a Tolerance value of 0.721 and a VIF of 1.387, work discipline has a Tolerance value of 0.684 and a VIF of 1.462, while motivation has a Tolerance value of 0.653 and a VIF of 1.531. These values indicate that there is no strong or overlapping relationship between the independent variables. Thus, the participative leadership, work discipline, and motivation variables are suitable for use in multiple linear regression analysis because each variable can explain its influence on teacher professional competence more objectively.

Heteroscedasticity Test

The results of the heteroscedasticity test using the Glejser method indicate that all variables have a significance value greater than 0.05. This means that the regression model in this study does not exhibit heteroscedasticity, resulting in a constant residual variance between observations. Therefore, the regression model is considered suitable for further analysis because it meets one of the requirements of the classical assumption test.

Multiple Linear Regression Analysis

The regression equation is as follows:

$$Y = 8.214 + 0.312X_1 + 0.354X_2 + 0.428X_3$$

Interpretation of the equation:

- The constant value of 8.214 indicates that, regardless of the influence of the independent variables, teacher professional competence remains positive.
- The participatory leadership coefficient of 0.312 indicates that increasing participatory leadership will increase teacher professional competence by 31.2%.
- The work discipline coefficient of 0.354 indicates that increasing work discipline increases teacher professional competence by 35.4%.
- The motivation coefficient of 0.428 indicates that motivation is the most dominant variable in improving teacher professional competence.

Table 3. T-Test Results

Variable	T Count	Sig.	Information
Participative Leadership	2,874	0,007	significant
Work Discipline	3,216	0,003	significant

Variable	T Count	Sig.	Information
Motivation	4,102	0,000	significant

Source: Processed by Researchers, 2026

Table 3. t-test results show that all independent variables have a significant partial effect on teacher professional competence. Participative leadership has a calculated t-value of 2.874 with a significance level of 0.007, work discipline has a calculated t-value of 3.216 with a significance level of 0.003, and motivation has a calculated t-value of 4.102 with a significance level of 0.000. Because all significance levels are less than 0.05, these three variables are considered to have a significant effect on teacher professional competence. The largest calculated t-value is found for the motivation variable, making it the variable with the strongest partial influence.

Table 4. Test Results F

F Count	Sig.
28,764	0,000

Source: Processed by Researchers, 2026

Table 4. The results of the f-test show a calculated F-value of 28.764 with a significance level of 0.000. This significance level is less than 0.05, thus concluding that participatory leadership, work discipline, and motivation simultaneously have a significant effect on teacher professional competence. This means that these three variables collectively play a significant role in improving teacher professional competence. These results indicate that teacher professional competence is not influenced by a single factor but is formed through a combination of principal leadership, work discipline, and teacher motivation.

Table 5. Results of the Coefficient of Determination

Adjusted R Square
0,671

Source: Processed by Researchers, 2026

Table 5. The coefficient of determination shows an adjusted R-square value of 0.671. This value indicates that 67.1% of teacher professional competence can be explained by the variables of participatory leadership, work discipline, and motivation. Meanwhile, the remaining 32.9% is influenced by factors outside this research model, such as teaching experience, professional training, work environment, school facilities, or organizational culture. Thus, this research model is considered robust because most of the variation in teacher professional competence can be explained by the three independent variables studied.

E. CONCLUSION

Based on the research findings, it can be concluded that participative leadership, work discipline, and motivation have a significant effect on teachers' professional competence at SDS Muhammadiyah 1 Menganti, Gresik Regency, both partially and simultaneously. Participative leadership has been proven to improve teachers' professional competence through teacher involvement in decision-making, open communication, and support for learning

innovation, while work discipline strengthens teachers' regularity in carrying out academic duties, preparing learning administration, and maintaining professional work ethics. Motivation is the most dominant variable, indicating that teachers' internal and external drives play an important role in improving the quality of professionalism, particularly in terms of subject mastery, development of learning tools, use of technology, learning evaluation, and continuous self-development. Simultaneously, these three variables are able to explain 67.1% of the variation in teachers' professional competence, meaning that the research objective of analyzing the influence of participative leadership, work discipline, and motivation on teachers' professional competence has been achieved.

The contribution of this study lies in strengthening empirical evidence in the context of private elementary schools, particularly that the improvement of teachers' professional competence is not only determined by individual ability, but also by the principal's leadership, a culture of discipline, and work motivation developed within the school environment. Based on these findings, principals are advised to strengthen participative leadership by involving teachers in planning, evaluation, and learning innovation, while also building a disciplined work system and providing recognition for teachers' motivation and achievements. Future research is recommended to expand the research object to several elementary schools, use a larger number of respondents, and add other variables such as professional training, organizational culture, job satisfaction, school facilities, or teachers' digital literacy. The limitation of this study lies in its relatively small sample size and its focus on only one school, so the generalization of the findings should be made carefully. The policy implication of this study indicates that school administrators, foundations, and education policymakers need to design teacher development programs that focus not only on technical training, but also on strengthening school leadership, work discipline, professional motivation, and support for a collaborative work environment.

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